
7G

Action

Professional Services Committee of the Whole

Potential Consolidation of Examinations for Languages Other Than English

Executive Summary: This report provides an update on stakeholder input concerning the potential consolidation of the examination structure for examinations in languages other than English.

Recommended Action: That the Commission approve the consolidation of the examination structure for examinations in languages other than English.

Presenter: Phyllis Jacobson, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

November-December 2006

Potential Consolidation of Examinations for Languages Other Than English

Introduction

The Commission owns two sets of language examinations, the CSET LOTE (Languages Other Than English) examinations and the BCLAD (Bilingual, Crosscultural Language and Academic Development) examinations. The current contract with National Evaluation Systems (NES), the Commission's external contractor for both CSET and BCLAD, is in force for one more year, 2006-07, and expires on October 31, 2007.

The current CSET contract includes development activities related to language examinations. The legislative mandate within the 2006-07 State Budget Act to develop seven additional CSET language examinations, with one-time resources available from Title II Carryover funds to support the development effort, is currently in progress and will be completed by July 2007.

The current BCLAD contract is for the administration of the examination only, and does not include any development activities related to revalidating, updating or expanding the BCLAD examinations. The Bilingual Certification Advisory Work Group (BCAWG) has recommended revalidation and redevelopment of the BCLAD examinations, especially in the areas of updating the cultural content as well as the methodology content to cover an expanded range of instructional settings such as two-way immersion and other classroom organization options. Further, the BCAWG also recommended the expansion of BCLAD certification availability to additional less commonly taught languages.

During the course of staff discussions about how best to meet the legislative mandate, the opportunity to rethink how the Commission addresses language examinations in general led to the potential new option to look at the possibility of consolidating Commission-owned language examinations.

Background

At its meeting of July 31-August 1, 2006 the Commission discussed the rationale and potential for consolidating the examinations structure for languages other than English. Staff was directed to seek additional stakeholder input regarding this issue. An interim report describing stakeholder input obtained to date and future plans for increasing stakeholder input was presented at the September 13-14, 2006 Commission meeting. This agenda item summarizes all of the stakeholder input obtained and presents a potential model for consolidating and simplifying the examinations structure for languages other than English for Commission review and approval.

I. Summary of Stakeholder Input Regarding Language Examinations Consolidation

Summary of the Stakeholder Meeting of August 17, 2006

Commission staff met with several key stakeholders from the bilingual and the foreign language communities on August 17, 2006, to review the agenda item of July 31-August 1, 2006 and to discuss with the stakeholders the topics identified in that agenda item.

Attendees at the meeting, in addition to staff, were:

- Claudia Lockwood (San Joaquin County Office of Education, BTTP Director and Bilingual Workgroup member)
- Duarte Silva (UCOP, Director, California Foreign Language Project)
- Lorraine D'Ambruoso (President, California Foreign Language Teachers Association)
- Gay Yuen (CSU Los Angeles, and Bilingual Workgroup Member)
- Ping Liu (CSU Long Beach, and Coordinator of Asian BCLAD Consortium)

The topics discussed at the meeting were:

- (1) the overlap of the range of languages offered through the two sets of language examinations (BCLAD and CSET LOTE);
- (2) the most efficient use of resources;
- (3) the degree of content overlap between the subtests of the BCLAD and CSET LOTE examinations; and
- (4) the potential benefits of streamlining the examinations structure.

The stakeholders present agreed that the language examinations structure could and should be simplified through combining the current set of BCLAD and CSET LOTE examinations. The stakeholders also discussed a potential new structure for language examinations, as presented in the following chart:

CURRENT		PROPOSED
Bilingual (BCLAD) Examinations Structure	CSET: LOTE Examinations Structure	Combined CSET Language Examinations Structure
	I: General linguistics and linguistics of the target language	I: General linguistics & linguistics of the target language
5. Culture of Emphasis	II: Literary and cultural texts and traditions; Cultural analysis and comparison	II: Literary and cultural texts and traditions; Cultural analysis and comparison
6. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing
4. Methodology (Bilingual)		IV. Methodology (Bilingual): Part A: Methodology; Part B: Interactions and experiences of the target cultural group

		within the U.S.
--	--	-----------------

Summary of Presentation to Bilingual Stakeholders on September 15, 2006

Phyllis Jacobson, Administrator, and Susan Porter, Consultant, attended a meeting of the Bilingual Coordinators Network in Sacramento on September 15, 2006 to discuss the potential consolidation of Commission-owned language examinations with bilingual stakeholders. In attendance at this meeting were the Bilingual Coordinators from across the state, as well as the Bilingual Teacher Training Program (BTTP) directors, representatives from the California Department of Education involved with bilingual and foreign language education, plus other interested bilingual researchers and faculty. There were over 100 attendees who listened to the presentation and asked questions. Copies of the Language Examinations Consolidation Survey (see below) that included the chart of proposed consolidated language examinations structure shown above were given to all attendees. The attendees requested further time to go back and share the survey and the information about language examinations consolidation with their constituencies.

Language Examinations Consolidation Survey Results Obtained from Foreign Language and Bilingual Stakeholders

Description of the Survey: The development of a survey regarding language examinations consolidation was based on input from the original stakeholder group meeting. Although that stakeholder group was in support of the proposed consolidation and streamlining, there were some areas in which the group felt additional discussion, input, and resolution would still be needed. To this end, the group identified a key overarching question that served to guide the development of the survey: Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and ability in both content and language? That topic was then further broken out within the survey and expanded to include issues relating to streamlining the authorization process as well.

A second key question reflected in the survey development was whether the proposed new examinations structure should apply to all language examinations, or only to certain ones. Stakeholders attending the August 17, 2006 meeting felt that the new structure should apply to all language examinations, including current BCLAD languages, current CSET languages, and any new language examinations under development now and in the future. An advantage to this process would be opening up additional languages for BCLAD authorizations that are not currently available (e.g., for Japanese, German, French, and Russian). However, because that stakeholder group was small in number, additional input from stakeholders was essential to making a recommendation as to whether and how to proceed with language examinations consolidation.

A discussion of the survey results and their implications for language examinations consolidation follows.

Survey Respondents: A total of 115 surveys were returned by the deadline of October 9, 2006. Of these, 113 respondents indicated their affiliation. A third of the respondents identified themselves as foreign language teachers (34%); university faculty were the

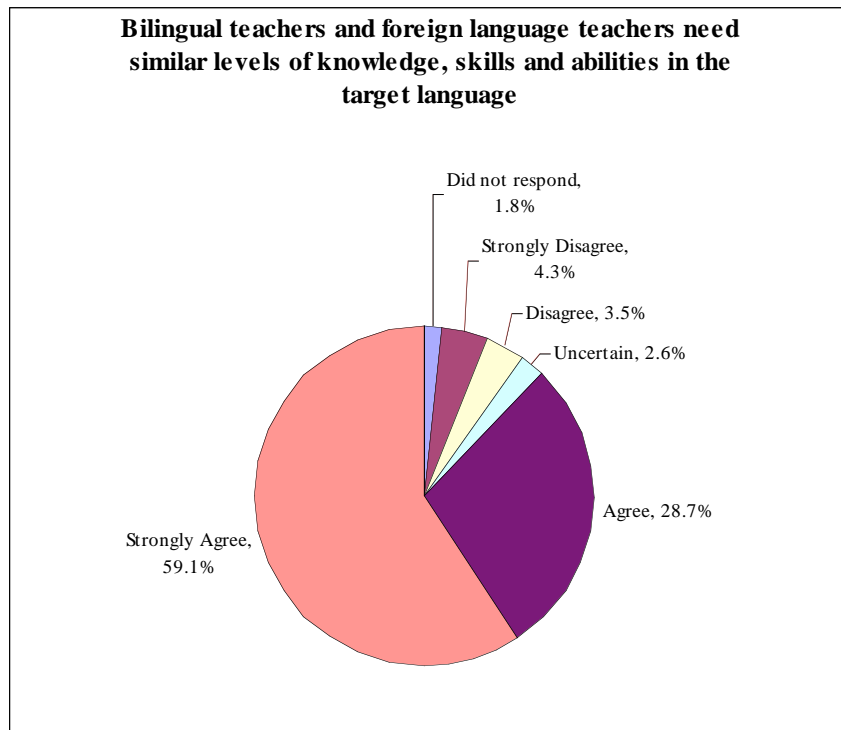
next largest group of respondents (19%) and 17% of respondents identified themselves as K-12 school administrators. Approximately 9% of respondents identified a role relating to bilingual education as a researcher/consultant/curriculum coordinator/project coordinator, and approximately 3% identified themselves as K-12 bilingual teachers.

Language Groups Represented: Over half of the respondents identified their other language as Spanish (58%); the next largest group was French (approximately 17%). The remaining respondents indicated languages such as Armenian, Cantonese, Korean, Mandarin, Arabic and “other.”

California Regions Represented: Responses were received from all 11 geographic regions in the state. Region 11, Los Angeles County, had the most responses (approximately 23%), followed by Region 4 (the greater Bay area) with approximately 17%, and Region 9 (Imperial, Orange and San Diego counties) with approximately 14% of the responses received.

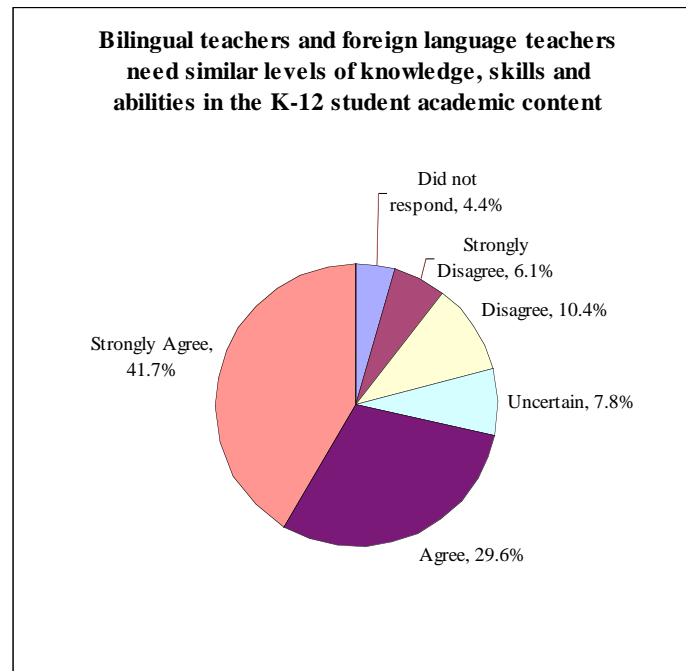
Some Key Questions:

- *Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and abilities in the target language?* Approximately 88% of respondents agreed that they do, with 59% of respondents indicating that they “strongly agreed.”

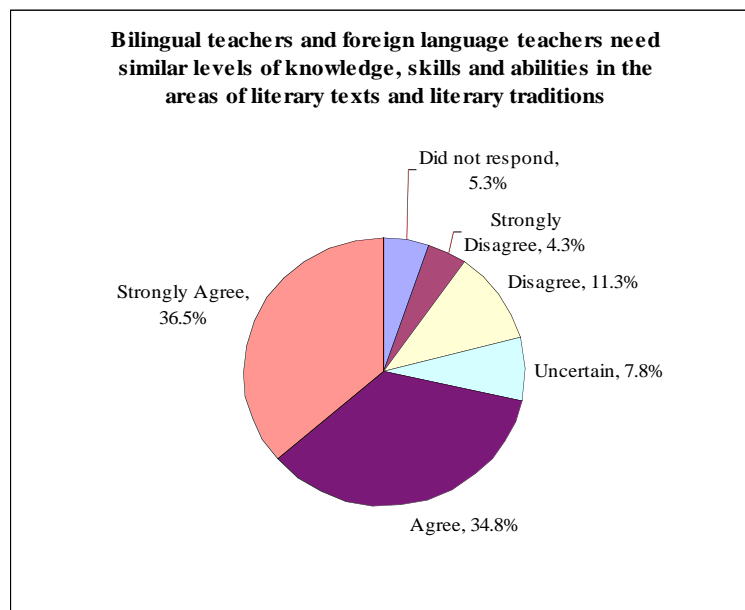


- *Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and abilities in the area of K-12 student content?* Approximately

71% of respondents agreed that they do, with approximately 42% of respondents indicating that they “strongly agreed.”



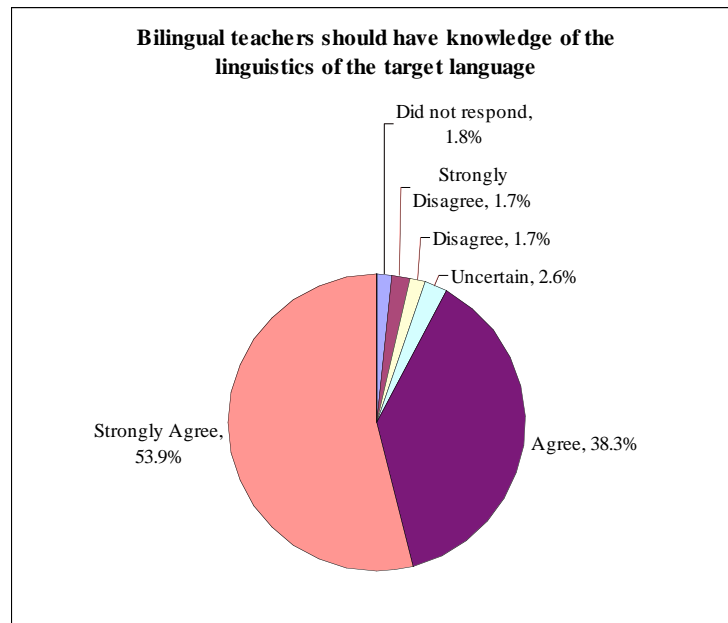
- *Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and abilities in the area of literary texts and traditions?* Approximately 71% of the respondents agreed that they do, with approximately 37% of respondents indicating that they “strongly agreed.”



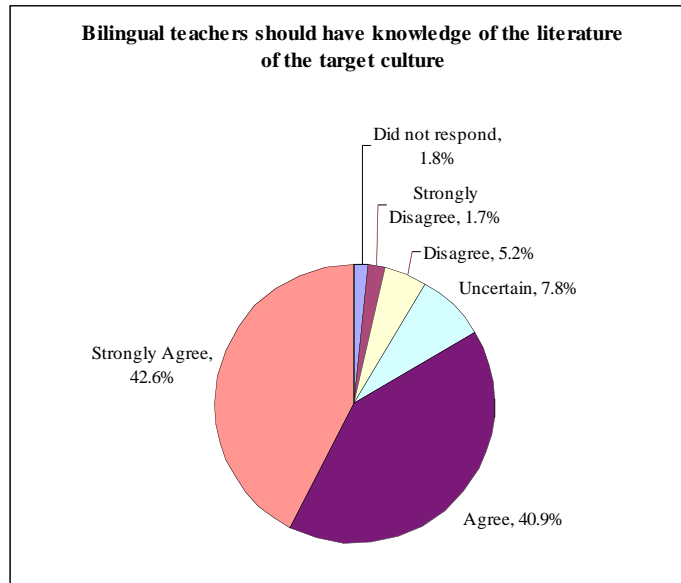
- *Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and abilities in the area of culture and cultural traditions?*

Approximately 84% of the respondents agreed that they do, with approximately 51% of respondents indicating that they “strongly agreed.”

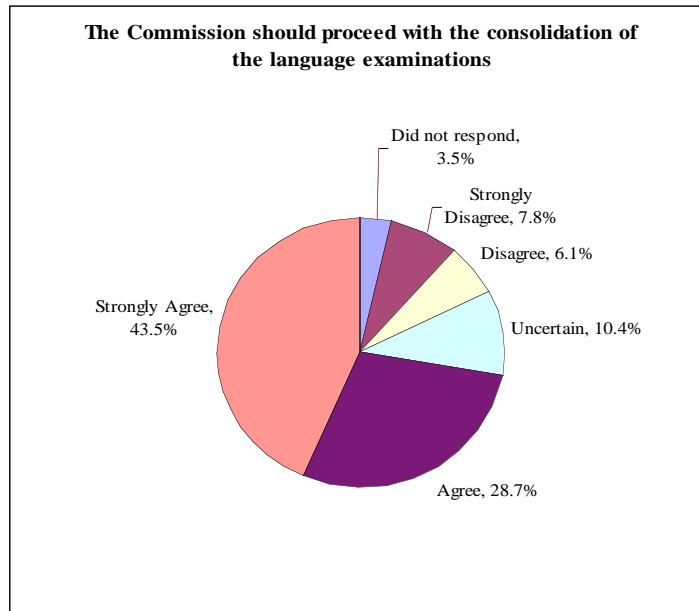
- ***Do bilingual teachers and foreign language teachers need similar levels of knowledge, skills and abilities in the area of interactions of the target culture in the U.S.?*** Approximately 81% of the respondents agreed that they do, with approximately 48% of respondents indicating that they “strongly agreed.”
- ***Do bilingual teachers and foreign language teachers have a common interest, and some shared content and approaches, with the overall field of language-related education?*** Approximately 85% of the respondents agreed that they do, with approximately 44% of respondents indicating that they “strongly agreed.”
- ***Do bilingual teachers need knowledge of the linguistics of the target language?*** Approximately 92% of the respondents agreed that they do, with approximately 54% of respondents indicating that they “strongly agreed.”



- ***Do bilingual teachers need knowledge of the literature of the target culture?*** Approximately 84% of the respondents agreed that they do, with approximately 43% of respondents indicating that they “strongly agreed.”



- ***Should foreign language teachers have knowledge of the range of bilingual teaching methodologies?*** Approximately 84% of the respondents agreed that they should, with approximately 49% of respondents indicating that they “strongly agreed.”
- ***Should foreign language teachers have knowledge of the experiences of the target linguistic/cultural group(s) in the U.S?*** Approximately 89% of the respondents agreed that they should, with approximately 45% of respondents indicating that they “strongly agreed.”
- ***Should there be an easier route for teachers with a bilingual authorization to obtain a foreign language authorization, and vice versa?*** Approximately 75% of the respondents agreed that there should be easier routes to obtaining authorizations for both groups, with approximately 44% of respondents indicating that they “strongly agreed.”
- ***Should the Commission proceed with the consolidation of the language examinations?*** Approximately 72% of the respondents agreed that the Commission should proceed with consolidation, with approximately 44% of respondents indicating that they “strongly agreed.”



Summary of Comments Provided by Respondents on the Language Examinations Consolidation Survey

Fifty respondents also submitted comments with their survey responses. The comments generally fit into three categories: supportive statements in favor of the proposed language examinations consolidation; concerns about the proposed language examinations consolidation; and other unrelated questions about credentialing in general or in specific relative to the credentialing situation of that particular respondent. Comments in the first two of these categories are summarized below.

Comments in favor of the consolidation: Comments in favor of the language examinations consolidation typically focused on the benefits of the consolidation to the field:

- *“Do it!”*
- *“We should offer as many languages as possible.”*
- *“I am glad to see this coming to a reality....I support the streamlining of this credential as language teachers deserve it. I appreciate the efforts of this committee.”*
- *“I am a FL teacher of Spanish and I took my BCLAD in Spanish with minimal but sufficient preparation. I feel that by combining the two steps more teachers would be encouraged to do both and gain more necessary information for teaching in general. It’s a great idea!”*
- *“I completely support this initiative to consolidate BCLAD and LOTE. This is a very positive development for language educators regardless of whether they are bilingual teachers or foreign language teachers. There is already crossovers in these fields and this new approach would strengthen teaching of languages at the elementary level. Everyone would benefit from such an initiative to combine the credential procedure.”*
- *“The consolidation of the language examinations will save time and money to the applicants. Usually when someone learns a foreign language, culture and literature of the target language is also learned.”*

- *“Any time we can consolidate tests, it is to our advantage. Currently, I have many students who end up taking both sets of tests – and there is much overlap.”*
- *“I hope that [the]proposed consolidation of BCLAD and CSET will go through this year and candidates will be able to obtain their foreign language teaching credentials by next year.”*
- *“This proposition alleviates the pressure of having to employ time, energy and money into two exams. Consolidating the language exams is a wise choice.”*
- *“Both groups of teachers would benefit from a similar certification process with the same or similar standards.”*

Comments expressing concerns about the consolidation: Comments expressing concerns about the language examinations consolidation typically focused on the differing purposes of language instruction (bilingual vs. foreign language), on the differential preparation needs of these two groups of teachers, and on the need to develop new BCLAD program standards:

- *“The needs of the BCLAD and Foreign Language teacher are entirely different. The FL teacher is teaching something about a foreign language to high school college bound majority language students who do it for 2-4 years. The students take it or leave it because s/he is just enrolled in the class to fulfill a requirement in most cases. The teacher is teaching language to students who already have academic skills. On the other hand the BCLAD teacher is teaching minority language students a second language that they need to survive. This is a very different situation. The EL student’s home language/culture is constantly being attacked so an in depth understanding of what the child is going through is necessary for success. The psycho-social aspect of education is so important here. This is not true for the teacher of English only majority language students. There is so much more involved than the language skills that are addressed in this survey.”*
- *“BCLAD/CLAD teachers have very different responsibilities and different types of accountability compared to foreign language teachers. The role of CLAD and BCLAD teachers is to ensure that students attain a very high level of ability in language, especially English, to succeed in all of their content courses, K-12, and they are held accountable to this. Foreign language teachers are held accountable for teaching the foreign language up to an intermediate or so level, given that a foreign language cannot be learned to an advanced level in a typical classroom setting. Foreign language teachers are not required to bring students up to a proficiency, say in French or Chinese, to succeed in content courses conducted in French and German. While both sets of teachers should be trained in linguistics and second language acquisition, BCLAD/CLAD teachers need to have a far broader range of skills in teaching both the second language and the second language for content courses. I could see BCLAD teachers being authorized for foreign language, but not the other way around.”*
- *“A teacher teaching dual language for bilingual must have the vocabulary/understanding of the content area as well as language arts. This is not necessary for a foreign language teacher. I think the methodology of teaching ESL (ELD) should be applied to foreign language instruction.”*

- *“Remember that you can have a bilingual math teacher....I wouldn’t expect such a teacher to know literature. The BCLAD standards are to be rewritten. Any revision of the exams should wait until we have the updated BCLAD standards.”*
- *“The BCLAD workgroup should develop their standards first and then see if the consolidation works as proposed.” (note: this same statement was submitted by three additional respondents)*
- *“The Bilingual teachers will be required to demonstrate higher level of language skills than necessary. Though this may not necessarily be a drawback, it could significantly prevent prospective bilingual teacher candidates from obtaining a bilingual credential. Therefore, the Commission should not proceed with consolidating the language examinations to assess the bilingual teacher candidates.”*
- *“Major concern: Do not water down the language requirement for BCLAD.”*
- *“Any changes should not make it easier for people to be credentialed who do not have strong literacy in any languages they are teaching. Being “bilingual” is not enough to be good at teaching others.”*
- *“As a high school bilingual teacher of biology, I’m wondering about issues related to single subject teachers having to have sufficient background knowledge in foreign language literature texts and traditions in addition to their content area.”*
- *“Bilingual teachers may or may not have the oral and written competence of Spanish majors. They do not take courses in Spanish grammar or Methods of Spanish as a foreign language. Teachers minimum competence on the oral exam is cheating high school students. Spanish teachers who are not Spanish majors do not have the academic background required for Liberal Studies.”*
- *“The ‘consolidation’ seems to be nothing more than a bid for political power and is completely unrelated to what is best for bilingual education and foreign language instruction.”*

Summary of Major Issues Raised Based on Feedback from Stakeholders

Taken as a whole, the feedback from the initial meetings and the survey raised several issues relative to the feasibility of implementing the proposed consolidation plan as presented in the chart of proposed language examinations consolidation. There are four major areas in which the content and/or focus of the CSET:LOTE examination differs from that of the current BCLAD examination.

The first of these is the inclusion within the current CSET: LOTE examination of *content relating to literary and cultural texts and traditions of the target language group(s)*. This content has not been previously been part of the BCLAD examination or the BCLAD preparation programs, but the majority of survey respondents indicated they felt this content was appropriate to the role of a bilingual teacher (especially teachers in dual immersion settings) since bilingual teachers are authorized to work in K-12 settings, and should be included.

The second area is that of *bilingual methodology*. The CSET: LOTE examinations have until now been focused only on subject matter knowledge, and not on pedagogical knowledge. The new consolidated CSET: Languages examinations would therefore be adding a new, separate subtest IV to include what used to be the BCLAD Test 4,

Methodology. This subtest would be updated prior to implementation based on input from the field to incorporate newer bilingual methodologies and other advances in the field of bilingual pedagogy.

It is also interesting to note that the majority of survey respondents, who as a whole represented more foreign language teachers than any other group, indicated that they felt that foreign language teachers should also have knowledge of bilingual methodologies.

The third area is that of issues relating to *acculturation and the experiences/interactions of target linguistic and cultural groups in the United States*. This content has been part of the BCLAD examination (within Test 5) but has not been part of the CSET: LOTE examinations. This content is still integral to the knowledge base of a bilingual teacher. Therefore, the new CSET: Language examination will need to incorporate the material presently part of BCLAD Test 5 relating to issues of acculturation and experiences in the U.S. in order to maintain this content as part of both the bilingual examination and the program routes.

Again, it is interesting to note that the majority of survey respondents also felt that foreign language teachers needed to know this content. Traditionally, foreign language teachers have focused on the target linguistic and cultural groups within their home country/countries.

The fourth area is that of *differing purposes and goals of using a language other than English for instruction*. Several respondents to the survey indicated they felt that there was a significant difference between bilingual and foreign language teachers, and therefore in the required training for these two groups of teachers, in that the bilingual teachers needed a higher level of language ability since they were teaching content to K-12 students through the medium of another language whereas foreign language teachers were only teaching language per se. This view is not shared by the foreign language teacher respondents to the survey, who indicated they believed that both foreign language and bilingual teachers needed similar knowledge, skills and abilities in language, culture, linguistics, and K-12 academic content. The fact that foreign language teachers indicated they believed they needed knowledge of K-12 academic content tends to support their point of view that they also teach content while they are teaching language, and that they could make a greater contribution to student achievement through applying that content within their lessons.

Several survey respondents who were bilingual program administrators or curriculum specialists also indicated they believed that bilingual teachers should have knowledge both of general linguistics and linguistics of the target language. Linguistics of the target language has not previously been part of the BCLAD examinations or BCLAD program content, although it has been part of the CSET: LOTE examinations.

Summary of Meeting with the Bilingual Design Team on November 8, 2006

Staff also met with the members of the former Bilingual Workgroup, now the Bilingual Design Team, in Sacramento on November 8-9, 2006. At that meeting, staff discussed the subject of language examinations consolidation with the group.

The Bilingual Design Team also reviewed the chart (reprinted below for reference) showing the potential format for language examinations consolidation that had previously been shared with the field and included on the survey.

CURRENT		PROPOSED
Bilingual (BCLAD) Examinations Structure	CSET: LOTE Examinations Structure	Combined CSET Language Examinations Structure
	I: General linguistics and linguistics of the target language	I: General linguistics & linguistics of the target language
5. Culture of Emphasis	II: Literary and cultural texts and traditions; Cultural analysis and comparison	II: Literary and cultural texts and traditions; Cultural analysis and comparison
6. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing
4. Methodology (Bilingual)		IV. Methodology (Bilingual): Part A: Methodology; Part B: Interactions and experiences of the target cultural group within the U.S.

The Bilingual Design Team indicated that the members shared the concern previously identified above regarding the inclusion of content relating to literary and cultural texts and traditions on an examination for a bilingual authorization. The group felt that a bilingual teacher did not need this knowledge, particularly at the elementary level. The Design Team members also indicated their agreement with the need to review and update the content to be included on the proposed new Subtest IV concerning bilingual methodology.

The Bilingual Design Team came to consensus on an alternate proposed consolidated test structure for language examinations. The following chart shows this alternate test structure:

Alternate Proposed Consolidated Language Examinations Structure

CURRENT		PROPOSED
Bilingual (BCLAD) Examinations Structure	CSET: LOTE Examinations Structure	Combined CSET Language Examinations Structure
	I: General linguistics and linguistics of the target language	I: General linguistics & linguistics of the target language
5. Culture of Emphasis	II: Literary and cultural texts and traditions; Cultural analysis and comparison	II: Literary and cultural texts and traditions; Cultural analysis and comparison
6. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing	III. Language: Listening, Speaking, Reading, Writing
4. Methodology (Bilingual)		IV. Methodology (Bilingual)
		V. Culture, including interactions and experiences of the target cultural group within the U.S.

Within this revised model of language examinations consolidation, there would still be a three subtest structure for candidates for the BCLAD authorization (CSET Language Subtests III, IV and V). The content specifications covered in the current BCLAD examination would still be maintained within the proposed CSET Language examination structure, as follows:

Current BCLAD Subtest	Corresponding CSET Language Subtest
Test 4: Methodology	Test IV: Bilingual Methodology
Test 5: Culture	Test V: Culture
Test 6: Language (Listening, speaking, reading, writing)	Test III: Language (Listening, speaking, reading, writing)

The Bilingual Design Team also devoted considerable effort to specifying the content topics that the members felt should be updated/included in the CSET Language examination Subtests IV and V as shown in the chart above. This information will be valuable in helping to inform the work of the expert subject matter panel that would work with the Commission's examinations contractor, NES, in the development of Subtest IV if the consolidation of language examinations is approved by the Commission. Examples of this content related to Bilingual Methodology are: literacy development; literary analysis; the range of bilingual education models, including but not limited to dual language and immersion instruction models; transference and instructional use of language. Examples of this content related to Culture are: interactions and experiences of the target group in the U.S.; generational issues; intercultural and intracultural issues; and culture within the home country/countries of the language group.

Transition from BCLAD to a consolidated CSET Language examination structure

If a proposed new alternate CSET language examinations structure is adopted by the Commission, the current set of BCLAD examinations would cease to exist separately after October 31, 2007 (after an appropriate transition period for candidates currently in process of obtaining the BCLAD certification), and only the CSET Language examinations would continue to be administered. The current CTEL examinations would not be affected by any of the proposed modifications.

As a result of consolidation of the language examinations structure, the current CSET: LOTE content specifications for Subtest III, plus the new content specifications to be developed for the updated Subtest IV, and the specifications for the current BCLAD Test 5 would become a starting point for the development of the new Bilingual program standards, since the program route should be content-equivalent to the examinations route to a credential or authorization.

II. Streamlining the Language-Related Credentialing Structure

Based on stakeholder input, and in accordance with the alternate potential model for consolidating language examinations described above, the following changes are proposed to the language-related credentialing structure. This new structure would apply if the language examinations are consolidated and a candidate chooses the examination route rather than the program route. *NOTE:* Additional program and/or examination requirements also apply. See also notes referenced below.

Candidates for an Initial Language-Related Credential-Proposed Streamlined Structure
(Examinations Route Only)

Initial Credential Desired	Required CSET Language Subtests
Bilingual authorization (BCLAD)*	III ,IV, and V
Foreign Language authorization (LOTE)	I, II, and III
Both Bilingual and Foreign Language*	I, II, III, IV, and V

**All candidates for a BCLAD authorization must also have a prior authorization to teach English learners*

Candidates with an Existing Credential-Proposed Streamlined Structure
(Examinations Route Only)

Additional Credential Desired	Required CSET Language Subtests
Have a bilingual authorization, want to get a Foreign Language authorization**	I and II
Have a Foreign Language (LOTE) authorization, want to get a bilingual authorization*	IV and V

**Foreign Language credentialed teachers must also have an authorization to teach English learners in order to qualify for a BCLAD authorization*

***Teachers with a bilingual authorization and a multiple subject credential will also need to take a 3-unit single subject pedagogy course*

In all cases, the bilingual authorization would still be dependent on the candidate's basic credential authorization.

Finally, in keeping with the recommendations of the Bilingual Certification Advisory Workgroup, and supported by the results of the survey, the stakeholders support the idea that the new structure include the option for the candidates to satisfy one or more portions of the requirements through either a test or coursework. For example, a candidate might take CSET Language subtest IV (Bilingual Methodology and Culture), but satisfy the target language requirement (listening, speaking, reading, writing) through advanced coursework. It was felt that the most efficient way to implement this option would be through the local approved preparation programs that recommend candidates. This issue will be referred to the Bilingual Design Team for further discussion.

IV. Benefits of Consolidation

Stakeholders identified the following advantages of the proposed consolidated examinations and streamlined authorization structure:

- a. Candidates would need to take only a single set of language-related examinations.
- b. The BCLAD content and the BCLAD examination route would not only continue to be maintained through the CSET structure, but would be expanded and updated to reflect the current status of the field as well as to include additional languages. The cost to the candidate for these low-participant examinations would continue to be as reasonable as possible.
- c. Having a single combined set of language-related examinations would be a more efficient use of limited Commission resources.
- d. There could be a potential reduction in costs for candidates who want both authorizations (bilingual and Foreign Language).
- e. There would be reduced barriers for candidates, and increased linkages, between the bilingual and the foreign language authorizations.
- f. Credential candidates might have increased options for meeting credential requirements.
- g. There would be an acknowledgment that there is a common interest, and there are some shared content and approaches, across all spectrums of the language community who use a language other than English for instructional purposes despite differences in the ultimate purpose and focus of that language instruction.

Timeline for Examinations Consolidation Development

If the Commission approves the consolidation of language examinations at the November 30-December 1, 2006 meeting, work would begin in February 2007 on updating the prior BCLAD Tests 4, which would become the new CSET Subtest IV. It is expected that the work would be completed by August 2007.

Staff Recommendation

Staff recommends:

- (a) that the Commission approve the consolidation of the BCLAD and the CSET: Languages Other Than English examinations in the manner described as the “Alternate Proposed Consolidation of Language Examinations” in this agenda item; and
- (b) that the Commission approve the implementation of the streamlined credential authorization system for Bilingual and for Foreign Language authorizations as described in this agenda item.